3. The Inspector-General of Education is requested to take all preliminary steps so as to give effect to the scheme from the beginning of the next official year. The Inspector-General of Education is requested to move Government in sufficient time beforehand for provision of funds in the Budget of the next year for this purpose.

P. G. D'SOUZA,
Secy. to Govt., Depts. of Edn. & Agri.

To—The Inspector-General of Education in Mysore.
The Comptroller, Mysore Government, through Financial Secretariat.

Letter No. 18318—660 Enclosures (two), dated Bangalore, 25th January 1918; from C. R. Reddy, Esq., M.A. (Cantab.), Offg. Inspector-General of Education in Mysore, to P. G. D'Souza, Esq., B.A., B.L., Secretary to the Government of His Highness the Maharaja of Mysore, Departments of Education and Agriculture.

I have the honor to invite the attention of Government to their Orders No. G. 5198-9, dated 4th April 1904, No. G. 2345-6—Education, dated 17th November 1903, and No. 6652-3—Education, 30th June 1904, sanctioning the opening of Weaving Schools at Chiknayakanhalli, Dodballapur and Molakalmuru, respectively, and to submit, in the light of experience gained in the working of these schools, the following proposals for the re-organisation of the existing weaving schools and for the creation and development of new ones, commensurate in number to the requirements of the different districts of the State.

1. *Defects of existing weaving schools.*—It is necessary to state the principal reasons for the deterioration and the present condition of the weaving schools in the Province and to suggest remedies for their improvement and the lines on which it is proposed to run them in future. The chief defect noticed in the course of inspections by the Technical Assistant was *the want of adaptation* to local conditions. Until quite recently no attempt had been made to teach at the school processes that would naturally lead to the manufacture of the type of articles that are made locally and sold readily. The specialities, for which places like Dodballapur, Hole-Narsipur, Melkote and Molakalmuru are famous and which derive their names from the places of their manufacture (to mention for instance, Dodballapur Sadis, Hole-Narsipur pancheys, and Molakalmuru silk towels) have rarely had much attention from the weaving schools. Though the fly shuttle looms for the increase of production with the smaller counts of yarn had been successfully introduced at the schools, the types of articles manufactured locally involve complicated patterns and entail very advanced practice, as the weaving necessitates extra mechanical attachments to the fly-shuttle looms, which are generally beyond the capacity of most of the maistries. In fact, such mechanical attachments are themselves only quite recent developments in the line of fly-shuttle hand-loom work. The second of the chief difficulties that these schools have had to contend with has been *a serious shortage of funds* as can be appreciated from the fact that in a school of nearly 30 students, 20 students attending daily on the average, the provision per month has been only Rs. 80 for materials, which works out at the rate of Rs. 4 per month per student, a sum absurdly low, in view of the fact that one sample of Dodballapur sadi would easily absorb all the money allowed to one student and if the student completes the sadi, even at his own rate of speed, in a week, he will practically have to go without work for the remaining three weeks of the month. A school run on these lines cannot possibly give an impression of anything like activity to a casual observer. Thirdly, to make the schools attractive *some kind of general education is also essential.* This combined with a knowledge of drawing will give the necessary elementary training to the weavers to be able to keep their own accounts and realise how the ordinary sowcar generally manipulates the accounts of their transactions with him to the sowcar's own decided advantage. The absence of the provision of such education has been a serious drawback in another line of work also, in that the student having been denied the knowledge of even the rudiments of drawing is unable to appreciate new patterns supplied nor, when appreciation is possible, to incorporate them on the loom.

2. *Remedies suggested.*—The remedy for the first of the defects mentioned, *viz.*, the adaptation of the teaching to local manufactures is now proposed to be attained by a course of instruction, which for the first three years of training according to the courses outlined below will be on general fly-suttle work, but for the last two years will afford scope for special kinds of weaving, which is the peculiarity of each place. As an illustration of the want of organisation of the market for the weaver as well as the disadvantage from which he acutely suffers on account of being confined to certain limited types, we might mention the fact that while raw silk is sold in the Province at between six to seven annas a tola and the best variety of manufactured silk goods of say Molakalmuru, hardly fetch nine annas a tola in the market, the variety of silk goods which are imported from Japan and Europe

fetch in the Indian market as high as Rs. 1-4-0 Rs. 1-12-3 per tola by weight of the manufactured article, a contrast which in itself sharply defines the margin of profit and the standard of comfort enjoyed by the local weaver as against his competitor in Europe and Japan. This would presuppose that the market need not necessarily be confined to the locality where the products are manufactured nor to one particular set of customers for any length of time, but that markets further afield as well as customers who are both prosperous and well dressed should be catered for. Thus it would often be to the decided advantage of the weaver at Molakalmuru to manufacture silk-coating, for which it is impossible to find a sale in the immediate neighbourhood of Molakalmuru itself, but which would be quite easily sold in a town like Bangalore and the difference in price of the manufactured articles will be as much as six to eight annas a tola over the price available for the silk towels at Molakalmuru. It will be noticed that if an arrangement can be made to supply materials from a central concern like the Textile Factory at Bangalore and to have articles made by the different weavers from each place and have them sent out to the central office in Bangalore, the weaver stands to gain much more in the shape of wages, as a net saving on the price of the manufactured article, after the necessary deduction has been made for the value of the raw materials supplied to him. But the quality of the material which will be sold at Bangalore, leaving a wide margin of profit and wages for the weaver, must necessarily involve considerable training before it will be both pleasing and uniform. It is not often that the local weaver can be induced to adopt methods of quick production because very often in his own experience the demand for the type of things he is now capable of manufacturing is seasonal, and he is often unconvinced by descriptions of improvements effected elsewhere with which he can manufacture three sadis during the period that he is able to make only two upon his own type of loom. But if markets far afield are being catered for and the definite strength of the market in any particular article ascertained and communicated to the different centres, it will be quite a simple affair to arrange to find both a ready market for the article manufactured as well as a good margin of wages for the producer himself. But before these conditions can be satisfied, it is necessary that a certain amount of drill has to be enforced which will give the necessary training to the younger generation of weavers, to induce them to take to these designs in the natural course of events. If a certain quality of product that finds a ready sale in Bangalore has to be made in a place like Hosdurga and if it is to be made rapidly enough to meet the demand in the market at Bangalore, it often means very advanced practice on the fly-shuttle loom the popularisation of which in all its forms in the interests of the weaver, must be the chief aim of the weaving schools. The practice on the ordinary fly-shuttle loom is not often carried far enough in the existing schools to enable the pupils to turn naturally to the mechanical attachments to these looms, which will make the manufacture of the complicated patterns that find a ready sale, both easy and profitable. It would therefore follow that even if weavers from the interior can be induced to go out to a central institute like the Textile Factory at Bangalore to learn advanced work in weaving, they must have sufficient experience of ordinary fly-shuttle work to be able to take advantage of the training that is provided at the factory. It has been rarely possible, in fact, to be able to induce these weavers from the mofussil to visit or stay any length of time at Bangalore, and therefore throws more responsibility on officers connected with Industrial Education in having to provide the necessary kind of instruction and stimulate the ambition of the weaver *in the locality itself*. The practice on fly-shuttle work in the existing schools has been so far, confined only to low counts of 20's and 30's with the result that the conservative weaver often slightingly refers to these schools as "bed-sheet and towel schools", and before this stigma can be removed and, before the advantages of advanced work on the fly-shuttle loom can be demonstrated, it is very essential that the local weaver should be trained at his own place in all the possible varieties of fly-shuttle work which will naturally lead to the adoption of more complicated patterns. This invloves as would be seen from the above, *three conditions:*

3. *Why weaving schools should be maintained and increased in number.*— Firstly, that as the private weaver is generally unwilling to leave his place and go elsewhere for training, he is to be given the necessary training in the locality itself. It will be impossible to provide such training through demonstrators connected with the Department of Industries as it will be impossible for any demonstrator to be kept long enough in any one place or for Government to provide him with the necessary appliances to make his teaching in the elementary lines of fly-shuttle work both substantial and profitable. *Secondly*, a weaver who is not thoroughly conversant with the manipulation of high counts of cotton yarn of the grade of 50's and 60's and who has not handled silk on the fly-shuttle loom will derive no benefit whatever on being sent to the textile factory, where such training finds no place. This is the minimum of qualifications required in a weaver who seeks training at Bangalore. *Thirdly*, the wastage of time and material involved in the change over of the local weaver from his country loom to the fly-shuttle type is generally too heavy

an item of the unaided weaver to outlive, and the Technical Assistant has had personal assurances in all weaving centres in the province that in the case of the adoption of the lines of training proposed, the weaver boys will be freely sent to a school for this purpose, as the wastage incurred during the period of training will be a charge on Government funds and not on the already depleted resources of the weaver parent. Thus the *continued existence of weaving schools or the creation of new ones where they do not exist at present is an absolute necessity* and only the kind of teaching to be provided in the weaving schools and the special aim of such teaching to allow of adaptation to each locality has to be definitely settled and provision made accordingly.

In the following proposals, this aim has been steadily kept in view and an attempt has been made to provide sufficient and dependable weaving training on fly-shuttle works, so as to naturally lead the weaver to the more advanced practice at the Textile Factory at Bangalore as well as to stimulate in him an ambition to improve his status by the earning of higher wages as the result of turning out a better quality of articles for a market which is not necessarily at his own doors.

4. *Number of weaving schools existing and proposed.*—There are at present five weaving schools in the State, those at Dodballapur (Bangalore District) Chiknayakanhalli (Tumkur District), Molakalmuru (Chitaldrug District) being under Government management and those at Melkote (Mysore District) and Hole-Narsipur (Hassan District) receiving only grants-in-aid from Government. This number of weaving schools has been found insufficient for the needs of the State and it is proposed to start additional schools in the following centres. The amount of grant given to the aided weaving schools is not enough to warrant a high grade of instruction and all the new schools that are proposed hereunder should be under direct Government management. It will be seen from the details submitted below that the courses of instruction and the training to be given are too costly and elaborate to be undertaken by any existing private agency, even with the help of a Government grant. The places suggested for the opening of new schools under Government management are as follows:—

Chitaldrug	District	1	Hosdurga
Tumkur	do	2	Tiptur
Kolar	do	3	Srinivaspur and
Do	do	4	Chikballapur
Bangalore	do	5	Anekal
Mysore	do	6	Chamrajnagar and
Do	do	7	Hosaholalu
Hassan	do	8	Grama (Hassan Taluk)

The Kadur and Shimoga districts have been omitted for the present as experiments in weaving are just now being conducted in the Malnad and after they have proved a success in the climatic conditions of that area, proposals will be submitted for opening schools in these two districts also.

5. *Courses of Instruction.*—The quality of the training proposed to be given will determine the necessary establishment, the equipment and the recurring expenditure for each school and this subject has therefore been taken up first. The courses of instruction proposed are based generally upon the recommendations of a Sub-Committee of the Education Committee of the Conference, which submitted its report to the Secretary of the Committee on 30th May 1914. According to current practice, the industrial school work every day from 7-30 to 11-30 A.M. and 2 to 5 P.M. giving an average of seven working hours every week-day other than Saturday, on which they work four hours in the morning. The courses of instruction have been correspondingly drawn up with variations from the Sub-Committee's report so as to suit such a school-day. The weaving schools have to be made attractive by the inclusion of general education in the course of studies, this general education however being slightly different from what is given in purely literary schools and made to fit in with the technical training.

The general education subjects will comprise reading and writing up to the fourth standard, arithmetic sufficient to enable the student to keep his domestic and business accounts, freehand and geometrical drawing of the elementary grade; oral lessons in history and geography with special reference to commerce and industry; practical hints on personal hygiene and rural sanitation.

The Technical Education will consist of (1) Object lessons, descriptive of the materials, appliances and processes employed in weaving, (2) Manual training on ordinary lines, to train the hand and the eye in the art of weaving, (3) Workshop practice, to acquire skill in the production of finished cloth, (4) Elementary training in carpentry, to enable the professional weaver to be self-reliant in effecting small repairs to the looms he uses.

The whole course will extend over five years, the subjects of study being distributed as follow:—

I. Year—

General Education as under sub-head (1) below	3	hours a day.
Technical Education as under sub-head (2) below	2	do, weaving.
	2	do carpentry.

(1) *Descriptive and practical lessons* on (*a*) Radu, Arate, Guppu, etc., (*b*) on cotton plant, fibre and yarn, (*c*) on the process of ginning, sizing and weaving.

(2) *Manual training* (*a*) Paper cutting and weaving, (*b*) winding of yarn, making of strings and weaving of tape.

II. Year—

General Education	2	hours a day.
Weaving	3	do
Carpentry	2	do

(1) *Descriptive lessons* on (*a*) Peg warping, frame, healds, reed, shuttle, slay and other loom parts,

(*b*) leas, hanks, knots, bundles, counts, and other technical terms applied to yarn and silk, (*c*) description of various motions of the loom.

(2) *Manual training* (*a*) Winding of yarn, (*b*) weaving of book and bed straps, sacks, and sashes, (*c*) mat or bamboo weaving.

III. Year—

General Education	2	hours a day.
Weaving	4	do
Carpentry	1	do

(1) *Descriptive lessons on* (*a*) The uses of various sizing ingredients and their effect on yarn and cloth, (*b*) warp and weft calculations.

(2) *Workshop practice* (*a*) Winding of yarn two-fold and three-fold on Araties, bobbins and pirns (*b*) peg warping (*c*) drawing in warps through healds and reeds and also twisting and (*d*) weaving of cloth of coarser counts.

IV. Year—

General Education	2	hours a day.
Technical Education	5	do

(1) *Descriptive lessons on* (*a*) Cloth analysis and marking down patterns on point paper, (*b*) calculating quantities and cost of materials used for weaving a particular kind of cloth.

(2) *Workshop practice* (*a*) Winding of raw silk, twisted silk weft silk or chapras, (*b*) warping on warping mills, (*c*) weaving of plain and twill cloth using medium counts of yarn, (*d*) drawing in warp through healds and reeds for twill and other weaves, (*e*) sizing warps of coarser counts.

V. Year—

General Education	2	hours a day.
Technical Education	5	do

(1) *Descriptive lessons on* (*a*) Setting and adjusting of looms for different patterns of cloth, (*b*) cutting patterns on tappets, setting and adjusting the same on looms, (*c*) further lessons on designing, (*d*) calculating wages for winding, warping, sizing and weaving.

(2) *Workshop practice* (*a*) Weaving of saris and panches up to 50 counts with silk and figured borders using two or three shuttles, (*b*) sizing warps of medium and finer counts up to 50's, (*c*) fitting up and line-levelling of looms and attending to minor repairs.

VI. Establishment.—It will be seen from the courses of instruction outlined above that a specially trained establishment has to be provided. The establishment should consist of the following:—

	Rs.
1. Superintendent	75—5—100
2. Weaving Instructor	25—3-2—40
3. Weaving-shed Assistant	15—2-2—25
4. Carpentry Instructor	20—1—30
5 and 6. Two General Education Instructors with knowledge of drawing	20—1—30
7. Clerk	15—1—20
8 and 9. Two peons	8 and 7
10. Watchman	8

giving a monthly average expenditure of Rs. 266 per mensem per school. The qualifications to be insisted on in the case of these men on the staff with the details of practical training proposed to be given to them, the cost to Government of the provision of such training, etc., are given below (para IX).

VII. Equipment.—This would consist of buildings, weaving looms, carpentry benches, suitable text-books, etc., (*a*) Buildings: sufficient stress cannot be laid on the fact that a suitable building will have to be provided immediately if anything like good work is to be expected at these weaving schools. For in the course of tour throughout the State, at none of the places, where the weaving schools exist or where they are proposed to be started has the Technical Assistant noticed any suitable building which can be rented for this purpose. These weaving schools are on a different basis altogether, from the Industrial Schools teaching carpentry, smithy, rattan and allied subjects and cannot possibly be run in any of the existing buildings found at the various places mentioned. A plan and section of the proposed building has been drawn up and the estimate works out to Rs. 12,000 each. I should strongly suggest that Government be pleased to set about immediately to acquire the necessary site and start work on the buildings so that by the time the men necessary to staff these schools complete their training, the buildings will be ready for occupation. These buildings should be located in the immediate neighbourhood of the Anglo-Vernacular Schools or other leading institutions of the locality.

(*b*) *Looms.*—The appliances in the matter of weaving equipment have been drawn up on the basis of providing work for thirty boys and six trained weavers with whom the boys will have to work. The list of looms to suit this arrangement as also the courses of instruction outlined above, are as follow:—

	No.	Approximate cost Rs.
1. Tape looms	6	30
2. Mat looms	2	10
3. Looms for sashes	2	10
4. Frame looms	4	300
5. Pit fly-shuttle looms	12	240
6. Pit looms for solid border cloth	2	40
7. Warping mills (vertical with creel and bobbins)	2	50
8. Sizing rods and brushes	2 sets	20
9. Hand charkas	6	30
10. Tappets	4	25
11. Healds, reeds, shuttles and other accessories		100

These would cost, say, Rs. 1,000.

(*c*) *Carpentry benches.*—The equipment for instruction in carpentry, as applied to loom manufacture and repairs, may be estimated to be in the neighbourhood of Rs. 500.

(*d*) *Suitable text books* have to be written up to help the teachers in imparting instruction and it is proposed that two separate text-books be written up, the first part to deal specially with the courses of instruction for the first two years, including tape weaving; and the second part to deal specially with subjects for the next three years. The books have to be written in Kannada with great care, with the help of men thoroughly conversant with the industry and will have to be amply illustrated with good half-tone pictures, so as to give the students a very correct idea of the subjects dealt with. Arrangements have already been made to start work on the publication of these text-books.

VIII. Boarding Homes.—In order to ensure the successful working of these schools, it is very essential to run Boarding homes, in connection with Industrial schools, where all the pupils under instruction may be boarded and lodged, and all the expenses of the pupils excepting dress met by the State. The effect of these boarding institutions on the progressive development of the character of the pupil and the formation in him of habits of cleanliness, regularity and communal co-operation cannot be exaggerated. This system has the following distinct advantages over that of scholarships or any alternative method of payment of a living wage to the pupils while under training.

(1) The amount paid as scholarships to the pupils, who are generally minors in the eyes of the law, hardly ever benefits the recipients themselves as the needy parents of these poor boys are the artisan classes always help themselves to the stipends, leaving only a few annas, often as low as a couple of annas, for the amusement of the pupil himself.

(2) The pupil while under training is generally of an age at which he wants decent animal comforts for the proper growth of brain and muscle, and while he is deprived at home of the amount awarded as scholarship for his pains, he is on account of poverty, generally underfed and underclothed by his parents. While his growth is thus stunted, he

is unable during school hours to exert himself to the utmost, and benefit to the full by the instruction offered. It would be cruel to work such a half-starved boy at school to the extent that is necessary as a minimum for him to really benefit by the training in the industry taught.

(3) No amount, however high, of scholarships offered has been sufficient inducement to retain the artisan pupil long enough at the Industrial School for him to complete the training, as there is a constant inducement through his parents or otherwise, to seek more remunerative work than the school will provide during the period of training, with the additional disadvantage that not even the full amount of such scholarship is made available for his own creature comforts.

(4) The attempt to make a reliable skilled workman out of the average artisan child of this country bristles with peculiar difficulties, not the least of which is the most undesirable surroundings in which the pupil grows, which he leaves every morning for school for a few hours and to which he returns after school. All instruction at school in regularity, clean living and sobriety must seem a farce to the pupil that is injected back into such surroundings for the best part of 24 hours, and such instruction may as well be abandoned, if during the most sensitive years of physical growth, and mental and moral development, the State cannot assure the means for the natural fructification of the ideas learnt at school.

(5) A sense of co-operation for communal work, and a sense of responsibility for orders taken from and to be executed for the public can only be created in the healthy atmosphere of a properly-controlled boarding home, where, by constant intercourse with the school staff, the pupil will unconsciously imbibe the guiding principles of a successful conduct of work.

Such ideas as those outlined above are not a fanciful picture of what might be imagined to be the consequences of the institution of the boarding-house system, but have the sanction of approved practice in all industrially advanced countries, and have to some extent been realised even in this country in the Boarding Industrial Schools under the management of the several Christian Missions. The example set by the Bureau of Education of the Phillippine Islands, who have started a classic precedent, is full of object lessons for us, and their system of boarding all the pupils under industrial instruction has amply fulfilled all the expectations formed of them.

The nature of the Boarding Homes proposed for these schools is of quite a different order from the hostels usually associated with High Schools or Colleges and as will be seen from the enclosed plan are expected to conform to the type to which the boys are accustomed in their own homes. Every attempt will be discouraged for the provision of luxuries of any kind and the food catered will be chiefly based on ragi and is meant to be only substantial and sufficient. The buildings proposed to house these pupils have been principally designed so as to board them with a degree of comfort to which the boys are accustomed either before they come to school or will be after they leave it, and the repairs to be effected will be only such that the boys themselves can undertake under the supervision of the instructors. It is proposed to give them good hygienic accommodation and sufficiency of substantial food. This aspect may be distinctly remembered as a set-off against any possible objection that may be raised to boarding and lodging these boys. The primary essential in these schools is that the boys should not be taken altogether out of their surroundings and made to feel that their education has given them a status which will tend to eliminate a sense of future co-operation with their fellow workmen. It is proposed to give them such drill as will be their natural heritage after they leave school and set up for themselves. The plan enclosed of the proposed quarters for these pupils will make it fairly clear that no attempt has been made at providing either buildings which may be considered to be of too high a standard for their normal life or which would overstep the limits of their everyday experience in executing repairs. It will be seen that the conditions of hygienic living which is one of the essential factors in the outturn of skilled workers from the children of artisans, have been distinctly kept in view and that all attempts at creating a sense of luxury or a degree of comfort that will tend to give a false idea of dignity to these pupils, have been scrupulously avoided.

An estimate of the expenditure on food has been obtained from people actually in charge of such Boarding Homes and it is believed that a sum of Rs. 7 per month per pupil under instruction will be amply sufficient to board them. The expenditure of only a small extra amount will be required every year to get the boarding houses repaired and it is expected that only materials with which the boys are familiar in their every-day-life and which they can always get in their own immediate neighbourhood will be utilized in the construction and are likely to be needed for repairs. It is earnestly hoped that this scheme of boarding the artisan pupils under Industrial instruction will be acceptable, as, while it is modest in the amount of comfort and convenience provided, the intentions when realised

as it is hoped they will be, will contribute to the steady output of reliable skilled workmen from the material that is now allowed to run to waste through neglect and want of organisation.

The non-recurring expenditure for the provision of Boarding Homes will be Rs. 3,000 for each school or Rs. 33,000 for all the eleven schools under consideration. The recurring expenditure will, with a strength of thirty pupils at each weaving school, average Rs. 210 a month, per school, as a maximum or for all the schools Rs. 2,310 per mensem. (The higher figure of Rs. 7 per month per pupil has been taken, as the basis of calculations, but it is anticipated that in actual working, this figure may with care and economy be reduced to Rs. 6 or even to Rs. 5-8-0). At the higher figures the total recurring cost per annum for all the eleven schools will be Rs. $2,310 \times 12 = \text{Rs. } 27,720$.

IX. Supply of raw materials for work.—For the purposes of supply of materials to the looms for the boys and the trained weavers, a scheme is submitted by which the inevitable delay in the supply of materials to the new schools through the agency of a central office will be obviated, while the necessary knowledge of details, consequent upon local control will greatly facilitate work. It is estimated that the total quantity of raw materials required for the tape looms, the mat looms, looms for sashes, frame and solid border cloth looms provided for in the equipment will cost nearly Rs. 600 a month. Instead of the provision of Rs. 600 every month, it is proposed that a deposit of Rs. 2,000 be made for each school in the local Treasury or Co-operative Society. This amount of Rs. 2,000 has been arrived at on the understanding that a period of at least three months has to be provided for between the manufacture and the sale of goods, and this amount will therefore help to keep the school going for the period during which the articles will be gradually sold out. The Superintendent of the school will be given powers of withdrawing whatever sums are required out of this amount, whenever materials are required for the school. The sale proceeds of manufactured articles should be credited into this account so that this will become a sort of current account for the school to be utilized for purchases and re-couped by sale proceeds, and at the time of inspection by any officer of the department the Superintendent should be able to show a total value of Rs. 2,000, either as cash or as value of materials, or net cost of manufactured goods or a combination of the three. This scheme will ensure that the school will have a standing credit of Rs. 2,000 and will obviate all the delays consequent upon the submission of requirements and estimates to a central office and waiting for sanction from such office for the continuance of work. There should be no difficulty in keeping this amount re-couped, as the small profits that will be made by the sale of goods manufactured by trained weavers will cover the loss in materials and inferior work turned out by the students. Detailed forms of accounts will be drawn up on this basis and Superintendents compelled to maintain these forms in proper order so that the checking of these accounts will be an easy and automatic affair.

X. Practical training for the proposed staff.—The Superintendent should possess a diploma in Textile Manufactures of the Victoria Technical Institute, Bombay, or of a similar institution elsewhere. He must be given special training in handloom weaving, with some practice in general carpentry for one year. A subsistence allowance of Rs. 25 per mensem will be paid to him during the period of training. He may be attached to the Government Textile Factory at Bangalore where the details of the training to be undergone will be settled in consultation with the Textile Assistant. Already two men of the Industrial School Teachers' Class have undergone factory training under the Textile Assistant and have been posted to Molakalmuru and Dodballapur on the completion of their training. Arrangements will thus have to be made for training at least nine men (eight for new schools and one for Chiknayakanhalli) who have passed out of the Victoria Technical Institute, Bombay. The pay proposed for these men may be on the same basis as that referred to in the Government Order on the revision of Industrial Schools, *viz.*, Rs. 75-5-100. These men are to be advertised for in the *Mysore Gazette* and the best men chosen from among the applicants.

2. *Foreman or Mestri* for the weaving section. He should be preferably a weaver by caste and should have passed at least the Kannada Lower Secondary Examination of Mysore. He should also be sent up for training to the Textile Factory in fly-shuttle jacquard loom work for one year and a subsistence allowance of Rs. 15 per mensem paid to him during the period of training. After he has completed the training satisfactorily, he may be posted to the schools on a graded salary of Rs. $25—\frac{2}{2}—40$. These men also are to be advertised for.

3. *Workshop Assistant.*—He may be a professional weaver and generally a local man with a graded pay of Rs. $15—\frac{2}{2}—25$.

XI. The cost of the scheme.—An attempt is made to ascertain the cost to Government of these proposals, and it is assumed hereunder that the three existing weaving schools also will be brought under the operation of this scheme. The non-recurring expenditure

amounts to Rs. 2,35,600 and the recurring annual expenditure to Rs. 71,612 as per details below:—

NON-RECURRING EXPENDITURE.

			Rs.
1. Buildings for housing the eleven schools, site at Rs. 2,000: each building at Rs. 12,000			1,54,000
2. Boarding Homes			33,000
3. Equipment—			
Weaving Branch	Rs. 1,000		16,500
Carpentry	,, 500		
4. Training of the Superintendents and Mestries for one year: subsistence allowances per mensem			
Nine Superintendents at Rs. 25 each	Rs. 225		4,600
Eleven mestries at Rs. 15 each	,, 165		
	390		
5. Work deposit for weaving branch: for eleven schools at Rs. 2,000 each			22,000
6. Stock of scantlings for carpentry branch at Rs. 500 for each school			5,500
		Total	2,35,600

RECURRING.

1. Establishment per annum for eleven schools	35,112
2. Boarding expenses	27,720
3. Contingencies (10 × 11) × 12	1,320
4. Carpentry branch, materials and tools Rs. 30 per mensem (30 × 11) × 12	3,960
5. Excursion expenses at Rs. 200 per school per annum	2,200
6. Prizes and bonus at Rs. 100 per school per annum	1,100
7. Bonus of Rs. 200 per annum for the individual school that turns out the best work of all	200
Total	71,612

Conclusion.—In conclusion, I beg that Government may be pleased to accord formal approval of the scheme outlined above, to authorize the acquisition of the necessary sites at the different places mentioned and to make arrangements to start work on the construction of school buildings and Boarding Homes. I beg that they may also be pleased to allow me to advertise for candidates with stated qualifications for the post of Superintendent and of weaving mestri to undergo practical training at the Textile Factory, Bangalore.

Proceedings of the Government of His Highness the Maharaja of Mysore.

READ—

Para 8 of Government Order No. G. 8450-512—P. P. 134-18-1, dated 11th November 1918, constituting a General Committee in connection with the food-supply arrangements.

2. Government Order No. G. 20265-8—P. P. 134-18-414, dated 12th March 1919, appointing Messrs. K. P. Puttanna Chetty and W. C. Rose as additional Members of the Committee referred to above.

ORDER No. G. 23034-8—P. P. 134-18-503, DATED 10TH APRIL 1919.

Government are pleased to appoint the undermentioned gentlemen as additional Members of the Committee referred to in Government Order of the 11th November 1918, read above:—

Mr. M. Hariyanna. } Members, Mysore Legislative Council.
,, B. K. Garudachar }
,, B. Oosman Khan M ... unicipal Councillor, Bangalore City Municipality.

2. The Assistant to the Food Controller will hereafter be the Secretary to the Committee instead of the Food Controller as at present.

C. S. BALASUNDARAM IYER,
Chief Secretary to Government.

To—The Revenue Commissioner in Mysore.
The Food Controller and Director of Civil Supplies in Mysore.
M. Hariyanna, Esq.
B. K. Garudachar, Esq.
B. Oosman Khan, Esq.
PRESS TABLE.